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SALUTATORY.

THE Editor of the present number of the *Teacher* begs to be indulged in a brief apology.

In issuing the first number of a volume of any periodical, it is usually considered politic to present it in its most attractive features. But, dear reader, if you look for such a treat in the present issue of the *Teacher*, we fear you will be disappointed. Only last Saturday did we know that editorial honors were ours; much less did we dream of being placed in the chair so soon. But now we are told that by Saturday next, without fail, we must compose or select, in some way provide and arrange matter for this number of the journal. Help us, Hercules! What, we, a schoolmaster, in the field with half a regiment at our back, with our post early and late, can we cull with sufficient care or draw from our own resources, anything worthy the patronage of the *Teacher's* progressive, critical readers? and all in six short days? Your generous response we know, and need not crave pardon for the wide margin we shall leave for improvement; but at once assume that you will excuse any plain, crude matter which may be here presented, in anticipation of the good things we can promise shall follow, (if you as contributors do your duty.)

THE TEACHER A STUDENT.

THE man who attempts to teach, without being himself an attentive student, will as surely fail as he who attempts to command without having first learned to obey. This proposition is limited to no branch of instruction ; in every department the teacher must classify and review, if not originate. What text-book in Reading or Spelling, in Arithmetic or Algebra, in French or Latin, is so complete as to require no revision, no eradication of errors, no additional illustrations ? The most perfect book must be adapted to the spirit of the teacher and conditions of the learner ; in all, there will be here too little, there too much ; this, though its author be the superior of all its teachers ; for it is useless to assume that any one can secure the fullest and readiest comprehension of a subject in the exact methods of another.

We commiserate the honest brute in the traces of a treadmill, spurred on by the whiz of the circling saw ; but, when he has once secured an easy footing upon the steps of the treadle, we can conceive that he might toil up towards the receding post with some spirit ; nor is it difficult to imagine him after the secret of his failure is discovered, with patience still laboring on. But when we see a teacher going the same treadmill round of a text-book for the twentieth time, moving to the same clatter, and turning out blocks of the same length, we behold a more pitiable object still. The process is stultifying to a teacher ; and certainly not less so to the pupil.

It matters not what the study, the plan of developing it must be intelligently comprehended by the teacher, or the highest success in his art cannot be attained ; the increments of it may be ever so thoroughly impressed, but to clothe it with beauty, its natural order, its various applications, and its secret charms, must first be conceived in the mind of the teacher.

Hence, incidentally, the folly of attempting to teach what we are learning, lesson by lesson, in advance of our pupil. And hence the necessity for the broadest culture, whatever we teach.

But to impart with vigor and freshness, the mind must be continually in a receptive state, craving new and varied aliment to be assimilating with what it possessed before. To be successful in a

high degree, we apprehend the teacher must be actuated by the same spirit which prompts an author. And, in a certain sense, every teacher should be an author. Having come to consider the practical uses of his subject, he will at once decide to leave to maturer age many topics, or consult the circumstances of the life pursuits of his pupils as to what he shall present or omit. Take in illustration, Arithmetic :

Select the best book of the many excellent ones in this department, and every teacher will reject something and desire to add much. But beyond the faults of the book, there is a want of adaptation the best book cannot meet. The book is only designed to be the *text*. The higher branches of the mathematics, (only higher because presented to *maturer* minds, perhaps,) algebra and geometry, must have a natural sequence in all their unfoldings ; but if such an order exists in the steps of arithmetic, few of its authors have been successful in its embodiment. And the teacher must observe as he teaches, reërrange and modify till he has an order of his own. By the same process he will determine what prominence shall be given to the various branches of his subject. He will not fail to observe how large a part the *two* fundamental rules play in all future, and especially in all business operations. If we do not mistake, a child is better off with a thorough knowledge of these, with fractions, vulgar and decimal, and the simplest applications of per centage, than with the ordinary tuition in reductions, compound numbers, proportion, duodecimals, cube and square root, equations, progressions, positions, permutations, and combinations, and all the *et ceteras*, — though we would, by no means, discourage the study of these.

Circumstances must determine the policy of dwelling longer or shorter upon any particular topic, or whether it is desirable to exhaust one before proceeding to another. No time will be considered lost which is spent in an honest discussion of the conditions or the principles involved in a problem. To secure such a comprehension of principles that they can be practically applied, will tax the ingenuity to the utmost. Examples must be multiplied indefinitely ; their forms and conditions must be repeatedly varied ; practical examples must be substituted for abstract, and other numbers for those in the book, again and again, where the principle

involved is important and difficult to impress. There is no end to the labor that can be bestowed upon his lessons by the skilful teacher, — one who can *use* his text-book without abuse, and who teaches his subject not only *with*, but *beyond* that.

“Surely,” the reader will say, “arithmetic is well taught by everybody, at least in New England!” Yes, but we assume that accuracy in results in the merely mechanical operations, can only be attained by the most faithful practice on the part of the pupil, and the most persevering application of tests by the teacher. Especially is this true when applied to children at the early age at which they are set to master the difficulties of the subject. We have assumed that simple addition is fundamental, and of more importance to future progress and practical life, than any other rule in the science.

Try, now, this experiment, — one we have often made, and sometimes with most mortifying results: assign to the first class in school a ledger column of twenty numbers, containing dollars and cents, for addition; let it be added once or twice, and carefully note the per cent. of correct answers. To teach this one simple operation accurately, even to maturer minds than those we deal with, requires as many columns as there are pages in the ledger, day, and cash books of a mercantile house; and the teacher must put in requisition all his resources of bank and census reports, the numerous arithmetics at command, (meagre, indeed, in this department,) and the American Almanac besides.

Then, there are the puzzles of arithmetic: the teacher will study to avoid these, at least to give them a chapter by themselves. Every book, of any repute, has more or less examples that not more than one in a class of twenty of the best children, ever do without assistance; they involve no new or very important principle, and chiefly serve to worry innocent teachers and inflate children with the pride of possessing what is not in any profitable sense their own. A week or two since, a teacher called upon us to *find out* for her one of these puzzles, that she might be able to explain it to a “smart” boy who would not be content till he had mastered (?) the whole book. Having performed the example, we said, what we think a teacher might better say to his pupil: “This example involves no important arithmetical principle; it is difficult

and puzzling, and the only benefit you can receive from it is in doing it, and if you lack the ingenuity or the power to solve it alone, you might better be employed upon simpler examples and more important principles."

Every branch taught would serve to illustrate our subject as well, but we will not enforce it by anything further. It is clear that the teacher's true life consists in training his own mind to active labor in all his teachings. He cannot breathe freely in the close air of a begrimmed and musty text-book.

In conversation with the author of a work much used as a text-book on grammar, we once expressed our regret that he had not introduced into his books, exercises in *false syntax*; after explaining to him the trouble we experienced in supplying this defect, he remarked that precisely what we were doing, he had done in every department of grammar, before he had thought of making a book; that he believed it to be of the greatest service to the teacher, to collect and arrange illustrations of his own in every department he teaches, and that only when he comes to do this work as a pleasure, can he hope to attain to eminence in his profession.

THE CREDIT SYSTEM.

THIS plan of marking, sometimes called the merit system, is now generally adopted in most of the graded schools throughout the State. Many earnest and faithful teachers not only keep a careful record of every recitation, but speak in the highest terms of the happy results obtained thereby. Others, willing to give the system its due, yet looking at the great subject of education in a different light, discover disadvantages, which certainly equal, if not exceed, the advantages arising therefrom. All, however, are willing to admit that quite a number of pupils may be found in every school, who have that inherent desire for knowledge and love for study, which enables them to exercise their powers and thus attain a high rank without being unnaturally stimulated by the use of credits, that cost nothing, and upon which a noble mind can but look with contempt.

Others, doubtless, are incited to greater activity and reach a higher position in the class than they otherwise would, were it not for the credit system. But it is a wrong incentive, an unwholesome stimulant, and leads the pupil to value the worthless credit more than the great truths to which the attention may be directed. When scholars are induced to study from such motives rather than from a love for the work, they soon forget the important facts and principles, which should be retained, and remember but little more than their per cent. in scholarship. The remainder, not being favored with the highest order of intellect, necessarily fall below the average rank of the class, and in many cases become discouraged by the facts which the marking system so plainly and publicly reveals. Such scholars, having lost their position and interest in the school, too frequently spend their physical strength in exhausting that of the truant officer, and their intellectual, in wishing the most direful calamities to rest upon the school-house, which, to them, has become more like a prison, than a place for mental improvement.

The system, also, gives rise to jealousies among those who otherwise would be friends. Have we not seen faces brighten at the failure of a classmate, and even overheard expressions of joy, when, by sickness, a rival had been detained from school? Ought not the system which leads children to rejoice at the downfall of others and renders their hearts less sensitive, tender, and affectionate, to be exercised with the greatest caution, or entirely discarded? It occasions more deception among pupils than any other, or all things else combined. Children, anxious to gain an honorable position in the class, deem it but a slight transgression to add one or two undeserved credits to their report, or to receive assistance from schoolmates, and thus be enabled to give an account satisfactory to the teacher, though extremely dishonest. A lady, while visiting a remarkably well governed class in one of our largest and best ordered schools, noticed twenty-eight cases of deception during a single session. If, in the other rooms of the building, there is the same amount of prevaricating, then the number of falsehoods uttered every week in the school, is four thousand seven hundred and sixty, — enough to impair the morals of any community. There are hundreds of teachers in this State, who would willingly trust

uncounted money with pupils who, they know, will deceive in reporting whenever an opportunity presents itself. Now, if a part, perhaps a third, of our scholars have that natural fondness for study, which enables them to attain a high rank as well without as with the system; if another third are urged on by it, though with wrong motives, which render it to them more injurious than beneficial; if the remaining third are thereby discouraged and often driven from school; if it creates jealousies and fosters feelings of unkindness and even enmity; if it encourages, or in any way has a tendency to increase deception, ought we not, as teachers, who expect to give an account of our stewardship, to consider well its influence upon the hearts as well as the minds of our pupils, lest the guilt of others' crimes rest upon us?

H.

UTILITY OF TEACHERS' CONVENTIONS.

It may seem unnecessary to maintain the utility of an institution, the advantages to be derived from which are so obvious and so generally admitted; but there is an opinion existing in the minds of a great many teachers and school committees, that teachers' meetings are unprofitable and might be dispensed with. It often happens that nearly all the teachers in a community stay away from a convention held in their neighborhood, from a lack of interest in the proposed proceedings, or from an opinion that it will be a waste of time and money to attend. This opinion existing among the teachers, creates a corresponding opinion in the minds of the committee, who, hence, discourage any attendance on the part of those over whom they exercise supervision. No fault can justly be found with the course of such a committee, when teachers express so freely their indifference about the proceedings of the meeting, or declare their intention in going to be merely to enjoy a recess from their labors, or for the sake, as many of the sisterhood say, "of having a nice time," rather than to obtain new ideas and information regarding their profession, the use of which will increase the efficiency of their labors.

Now that it may be profitable for the teachers of several adjoin-

ing towns to assemble, to listen to lectures pertaining to their profession and engage in discussions upon such appropriate subjects as may be presented, is a self-evident proposition. That in many instances such meetings do not prove as useful as they might, is equally clear. And why? Because the teachers do not determine to make them useful by a full and constant attendance upon the meetings, and by a general participation in the proceedings thereof. The teachers who complain of the unprofitableness of conventions, are those who either will not attend at all, or give a merely nominal attendance, showing themselves at about one exercise in four, or looking in at the door upon one of the meetings and then leaving, with the remark that nothing interesting is in progress. Should they grant the favor of their continual presence, it is only as dissatisfied and inattentive hearers. A lecture may have been prepared with great labor, by the gentleman invited to address the convention, and it may contain many valuable ideas, and yet these teachers see in it nothing valuable or interesting, merely because of a prejudice against conventions in general. They expect nothing and think they find nothing.

The discussion seems to them dull, because there is a hesitancy on the part of the members of the association to rise and say anything, or because the same individuals carry on the debate, who have, from time immemorial, done the same thing.

Now if these same complaining, disparaging individuals should make it a point to attend constantly upon the meetings of the convention, and add their own voices to those of others, in freely contributing their own ideas upon such lectures or subjects of discussion as might be presented, it is certain they will think differently of the utility of the institution in question. It is in their own power to make the proceedings interesting and instructive. The unwillingness on the part of gentlemen to participate freely in a discussion, before others of the same profession, is somewhat remarkable.

Teachers of acknowledged excellence in scholarship and in fitness for teaching, will sit listening to a discussion carried on by those inferior to themselves in both these respects, but possessing the confidence to rise before an assembly and speak their sentiments, and afterwards go away declaring they have received no profit.

Would it not be well for these persons — and they are many — to overcome their scruples and favor the assembly with their own opinions, which will certainly be as valuable as those to which they themselves have listened, and may be much more valuable? It will, at any rate, give them a great deal of satisfaction to speak, and they will not be likely to complain of the stupidity of the exercises. They say that the greatest *talkers* are not the best *teachers*. Very true; but those who do not talk are not, from that fact, necessarily good teachers, nor are those who do talk, from that fact, necessarily poor teachers. We maintain that all of the best material is not brought forward at our county conventions. There is a lack of freedom in discussion, and many who might add greatly to the interest and profit of such gatherings, conceal their light beneath a bushel of diffidence. If there could be an increase in the attendance, and a more general and hearty participation in the exercises, there would be less grumbling and more profit.

ESSEX.

AN APPEAL.

“THE march of progress is truly westward,” said I to myself, as I glanced at a programme of the Illinois State Teachers’ Meetings, held in Bloomington last December, in which an active part in the literary exercises was assigned to ladies. Ladies were invited upon the rostrum to present the result of their labors, or their thoughts to their brother and sister teachers, and, no doubt, were expected to express their doubts and their convictions, in the discussions of the hour.

I was present at the meeting of the New York Teachers’ Association, held in Watertown last August, where ladies were *suffered* to take part in the discussions, and where they were chosen upon some of the committees, — curiously enough, as one of their number facetiously expressed it, “chosen upon the *drudgery* committee,” to devise means for defraying expenses — to collect contributions, or something of that sort, — while at our own association meetings, we are not even allowed a membership, though graciously permitted to attend the deliberations of these august assemblies.

This difference in woman's intellectual treatment, reminds me of her varied social condition in the different grades of civilization. Among enlightened nations of the present age, woman stands ever by the side of man ; in the middle ranks of Germany and the adjacent countries, she holds the plough and garners the wheat ; and in countries farther east, behind her veil, she may witness that in which she can never participate.

Now, gentlemen teachers of Massachusetts, will you remain Turks and semi-barbarians in this respect, or, while woman labors side by side with you in this important mission, will you graciously accord to her her rights and privileges ?

A TEACHER.

TEACHING BY PATTERN.

THE following objections to Normal School teachers were once urged in my hearing, by a school committee man of no small common sense :

“ The pupils of these schools always have a cut-and-dried system of school keeping, which they believe can be applied with little trouble to any school. They believe that it need only be tried in any school, to make everything straight. No matter if the system is formed for large and well-graded schools ; it must be applied to the smallest district school, made up of all sorts of pupils. They expect to make everything move in clock-work order, at once. They either fail, or else spend the whole term in trying to establish their notions, and accomplish very little for the real good of the school. Most of them gain the ill-will of the pupils by their endless *picking* on little things, and so they accomplish nothing until a few terms experience has taught them to cut their coat according to the cloth, and to pay more attention to matter and less to form. I had rather employ anything in the shape of a teacher, than a young Normal graduate, who pities all poor committee men that have never attended Normal Schools.”

Without admitting that the objections, above mentioned, apply in the least to the majority of Normal graduates, it is my opinion that some districts have a right to complain. In a country school,

made up of heterogeneous material, much straitened for space and time, and largely composed of pupils who can never, at best, get a very complete education, is there not danger of over-critical observance of small things to the great neglect of weightier matters? For example, I have seen a teacher consume nearly half the time of the school in training the pupils to certain marchings and counter-marchings, formal positions and mechanical movements, well enough, doubtless, in certain graded schools, but by no means the needful thing for active minds really starving for instruction. Others fritter away the time in a vain attempt to break up habits which are inveterately rooted, and are really of small importance. For instance, I have known a certain teacher spend nearly half the time allotted to an arithmetic class, for the entire term, in teaching them to say "example" instead of "sum," and "two times two are four," instead of "*is* four." So in grammar, time is often misused by a rigid requirement of certain forms of expression, which are, at best, the mere *husks* of the science, to the gross neglect of the real knowledge of language. The rapid rotation in office, common in our small districts, probably introduces a new teacher into the school when it next assembles, and half another term is lost in unlearning old ways and learning new.

The lesson contemplated in the above is this: Never sacrifice substance for form. Consider that a pupil may make a very respectable and useful man, even if he says "sum" instead of "example," and drops *g* final from the present participle. Be formal as you like, be exact as you like, but do not "tithe mint, anise and cummin, and omit the weightier matters of the law." And while you study to know the best systems of teaching and governing, remember that the very best are *original* to the men who use them best. The system which works so admirably in the hands of the inventor, may be in yours a cumbrous and unwieldy affair, crushing you and your pupils into hopeless inefficiency. Your own mind must suggest to you expedients, methods, devices, which no book can teach you, no teacher can impart. H.

AN old proverb has it: "All things have two handles; beware of the wrong one."

A VISIT TO PRIMARY SCHOOLS, BY A SCHOOL COMMITTEE MAN.

HAVING been chosen by my towns people and friends as one of the school committee, and being somewhat in the dark as to the duties devolving upon me, and the state and standard of schools of the present day ; to post myself a little on the subject, I started, one winter morning, (leaving my boy Tom to do up the chores,) to visit a neighboring city, that had been long distinguished for its good schools. A short half-hour's ride in the cars took me to the place, and starting from the depot, I commenced my exploring expedition. I soon found a small school-house, and judging from the collection of children about, that it was near the hour for school to begin, I began talking with the little urchins, and waited for the teacher. I found by the little fellows, that there were two schools in the building, and, being somewhat clumsy at going up stairs, I decided to visit the lower room ; so, when the teacher came, I told her I should like to see her school a few minutes, and gave my name, Mr. Brown. "O," said she, "William's father — come right in," and before I had time to say I was n't, she was leading me into the school-room, followed by the children ; and such a clatter, I must say, I never heard before ! It seemed as if the children had reserved their greatest energies for the schoolroom. Such pushing and tumbling ! If I had not been a man of more than common firmness of tread, I should have been sent headlong down the steps ; but by dint of perseverance I effected an entrance and was shown a seat on the platform, which, by the way, was four feet square, occupied by a large table, two chairs, and sundry other things. My chair was half an inch from the edge of it, with just room enough to get into it. I sat down, however, in momentary expectation that by some involuntary movement of mine, down I should go some two feet, upon the floor. Meanwhile, there was talking and laughing and jumping all over the room. The teacher rang a large bell with great violence ; two or three children sat down ; the bell rang again. "Quick, or I'll use the stick !" Modified pushing and quarrelling continued. "Order, I say, when I strike the bell !" "Come along, boys." "Why do n't you move ?" "Be seated this minute ; I never saw such children !"

Finally, they were all in their chairs. "Now, I want to hear the clock tick the moment the bell rings!" Then she rung the bell enough to make one deaf; but there was still so much noise that I did not dream of hearing it, though it hung just back of me. After ringing the bell three times, to hear the clock tick, they all began to repeat: "Who is the king of glory?" "Louder, boys!" "The Lord of Hosts." "John, go down and get some coal," and so on, with such interjectional clauses, as "Sit in order, Tom," etc. Pulling a child's chair round, she tipped it over, and the child cried, while the others laughed. "Well, I do n't care, sit round, then!" "The Lord, mighty in battle" — then the boy came in with the coal and made such a noise that it broke them up again. At last they got through; then recited the Lord's Prayer in the same way. It was, — "Our Father, who art" — "Louder, boys," then "faster," — "do n't drag," etc. etc., to the end. Next in order was singing; but before the close, I felt glad indeed, to get into the open air again, and most sincerely pitied those poor little children who had to stay so much longer every day, with such a teacher. I attended to some business down town, and just as I got through, met a friend, and among other things, mentioned visiting the school. When I named the teacher, he would not hear of my returning that night, but the next morning I must visit the other school, in the same building. I consented, but with fears that I might derive no more benefit than from my other visit, but I was greatly mistaken.

The teacher met her pupils with a pleasant "good morning." When she opened the door and passed in, they followed, one by one, with hands behind them, took their seats noiselessly when the clock struck, and looked so pleasant and still, that I loved them every one. The teacher locked the door, then read from the Bible the morning lesson, explaining and impressing its truths; then asking help of the Divine Father in guiding her little flock, she prayed for them all, after which they repeated the Lord's prayer as if they felt what they were saying. They sung and then began to recite their lessons, which seemed to be well prepared, when I was obliged to leave. While there, I saw that by her quiet dignity, the teacher won the love and respect of her pupils, and, notwithstanding my disturbed feelings of the previous day, I felt that I had

been well repaid for my visit ; and I have since thought that members of school committees should look for something more than mental qualifications in those whom they would employ. T. B.

PHONOGRAPHY NOT ADAPTED TO COMMON USE.

THIS truly beautiful and scientific style of writing, the invention of Isaac Pitman of England, has been considerably introduced within the past few years, both as a form for correspondence and for verbatim reporting, more especially for the latter purpose, for which it is peculiarly adapted from its brevity and contractibility.

That it will ever take the place of ordinary long-hand, as some suppose, is highly improbable, both on account of its complexity and its extreme delicacy. To be sure, the characters used are in themselves, as to form alone, the perfection of simplicity ; being for the consonant sounds a straight line and a curved, or an arc of ninety degrees and a radius, and for the vowel sounds, a dot and a hyphen ; but these forms, in order to a full representation of the elementary sounds of the language, are varied so much in position, besides being made heavy and light, and, furthermore, the appliances for the consonant combinations are so numerous and answer so many conditions, that the system really becomes very complicated and beyond the reach of many minds that experience no difficulty in learning the ordinary long-hand. This latter system employs, for each letter of the alphabet, a distinct form, without any reference whatever to its position, weight, or direction. These forms being once learned, writing legibly becomes a feasible thing immediately, — fluency and skill being the results of subsequent practice. The learner has only one fact to remember in respect to each character, namely, its shape. Its size, weight, position, locality, have nothing to do with its signification. He may draw it large or small, locate it on the line, above or below the line, incline it to the right or left or make it vertical, according as it suits his taste, provided only, he retains the shape or even an approximation to it, and it will answer the purpose. It is still legible.

Not so with phonography. It is the aim of this system to give

a distinct representation for every elementary sound in the language ; to do which, it uses the few simple forms mentioned above in every condition of which they are capable. In learning its alphabet therefore, one has to fix in mind not only a *form*, but also the *weight* and *position* of the same, making it a complex operation of the mind, and one which many would be utterly unable to exercise, so far as to acquire the entire details of the system. One must remember that the sound or power of "t" is represented by a straight, light, vertical line ; that of "k" by a straight, light, horizontal line ; that of "b" by a straight, heavy line, inclined with its top to the left hand ; that of "f" by a light curve, inclined with its top to the left ; that "e" long is represented by a heavy dot, placed at the top of a vertical, or inclined, or at the beginning of a horizontal consonant character, while "a" broad is represented by the same heavy dot at the foot or end of the corresponding characters. The failure to fulfil any one of these conditions would either change or destroy the signification of the character. The representations for all the simple sounds being learned, there are, in addition to these, a great many appendages for the more concise expression of the consonant combinations, all which are as important a part of the system as the simple alphabet. The hooks for "f," "v," "l," "r," and "n," the circle for "s," and the half lengths for the terminations "t" or "d," and other convenient appliances for brevity in writing, must all be learned before one can be said to have acquired this system.

The impracticability of such a complicated system for the great mass of the people is obvious, considering only the difficulty of remembering so many details of form, position, and so forth. But its extreme delicacy is another obstacle to its general introduction. If a person knows the twenty-six letters of our common script alphabet, no matter how cramped or tremulous may be his hand, or whether he write with a fine pen or pine stick, draw his characters upright, inverted, or horizontal, provided the result is anything approaching the prescribed shape of the characters, the writing is legible. Margin is allowed for a lack of skill or care. But how is it with phonography ? The utmost care and accuracy are required in making each form. Every possible modification of each simple element being used in the system to represent the various sounds,

any unintentional alteration or modification, however minute, is to be carefully guarded against. Giving the wrong direction to a line ; making a curve for a straight line ; drawing it heavy when it should be light ; placing a "hook" upon the wrong side or end of a character ; making a vowel dot on the line when it should be a little distance above it ; placing the same dot at the middle of a curve or straight consonant sign when it should be at one end ; meeting with a stray hair or speck of sand upon the page and thus marring the forms of the characters ; — any one of these errors or defects would either render the particular portion so affected meaningless, or give it a signification different from what was intended ; and if such imperfections were frequent, the manuscript would be entirely illegible. There is little or no margin for such deviations from the established form, as only a very careful person can avoid, and hence the system is not adapted to general use. Mathematical accuracy in their style of writing is not a characteristic of many individuals, but it must be of those who expect to become good phonographers.

It may be said that a great many do learn phonography, notwithstanding its difficulties. A great many commence the study, but few ever attain proficiency in the practice of the art, or continue the practice for any considerable time. Most who begin, even if they learn the principles, find that it requires, in order to write legibly, a steadiness of arm and a degree of care that they are either unable or unwilling to exert, and so, after a little while, drop the practice which they began, perhaps, with great enthusiasm.

It is, at first, more difficult to read one's own writing than to execute it, and this acts as a discouragement to many. Not a little practice in deciphering one's characters is required, before even tolerable readiness is attained in reading. Instead of suggesting its signification immediately to the eye, as does a character of common script, each sign is at first a study. Every condition before mentioned requires consideration ere its exact force is perceived. The experience of Dickens, as related in *David Copperfield*, is the experience of every one who attempts to acquire this art.

The number of those who, having acquired some degree of fluency in writing, ever make any practical use of the art, is few. Those who attain such a degree of skill that they can take down a

speech or lecture verbatim, are still fewer, and must possess a natural aptitude for rapidity in writing, just as an excellent performer upon a musical instrument must possess an inborn fitness therefor.

What we have written is not to be construed as detracting from the merits of phonography as an art beautiful and useful. We have only attempted to show that it can never take the place, as some imagine it will, of the common long-hand. It is too intellectual an art for the masses. Students may acquire it and use it in their correspondence with each other, in reporting lectures, and in their private writings. Newspaper reporters can use it to great advantage. For verbatim reporting it is the briefest, and hence the best system ever invented. All other systems of stenography are giving way to it. It accomplishes all that can be desired. The proceedings of Congress, published in full in the "Globe," are reported in Pitman's phonography, and we venture to say that all the other absolutely *verbatim* reports made in this country, are executed in the same style. Too difficult of acquisition by the masses, however, its practice will ever be confined to the few, and in them it will be as much an accomplishment, as is in any one the art of playing well upon the piano or organ.

AMATEUR.

RANDOM THOUGHTS.

HAVING been, for many years, a teacher in the old Bay State, and still retaining a deep interest in the welfare of schools, I have, now and then, visited them in this and in the neighboring States, and watched the progress of education as the tide of life has rolled westward,—and ever as I have returned to our own schools, it has been with a feeling of pride, that Massachusetts has yet no superior, as regards her facilities for public education, on this side of the Atlantic. Our school system is good,—I know no better; and yet I have sometimes thought, that here and there, in the schools of younger communities, we could find new features, the addition of which would be a great improvement, if engrafted upon it. Their systems, it is true, have been mainly copied from New England, and New England teachers are scattered all over the West, while

their schools rank among the highest in these very improvements. But I have thought that these teachers, may be, when they emigrated from among us, threw away many trammels with which they were here surrounded, and, breathing in a freer intellectual atmosphere, as they neared the prairies, became freer in their thoughts, less conservative in their actions, — in short, yielding to the growing, progressive tendencies of their surroundings, became individual originators, rather than expert copyists. Hence, in some respects, the contrast between them and us — their schools and ours.

For instance: as we go beyond the boundaries of New England, we find the natural sciences more attended to, while we run into the exact, and into the niceties in the departments of language. We consider a boy well educated, if he can compute readily interest and percentage; and if he can calculate an eclipse, he is deeply learned; while he may not know a dandelion from an anemone, or quartz from mica. He must know how to change our currency into that of Great Britain, but may be entirely ignorant of the great changes going on in his own system, — from food to chyme, from chyme to chyle, from chyle to blood, from blood to bone and muscle. He must be acquainted with the laws of electricity, and know the theory of the proper adjustment of lightning rods on a house; but of the whole electric network running over his body, he may be as ignorant as the man in the moon. We are very strenuous for a clear understanding of the principles of grammar, and a knowledge of the dead languages. By us, a person is thought very ignorant who is not familiar with Cicero's Orations, but the sermons which the stones cry out, may be all unheeded. A child may be so trained in our schools, as never to put a nominative for an objective, or an adjective for an adverb, but the great language of nature may awaken in him no sign of recognition.

The pursuit of language and the exercise of numbers, may be all very well, — they make deep thinkers, close reasoners, and good memorists; but it does seem to me that one reason why we are put on this earth, is to learn of the things of earth; and that children should be taught of the tangible things about them, as early, at least, as they should be taught to turn their minds inside out to find some old Greek noun, or some half-forgotten table of

Eastern currency. I know we may not *seem* so well situated here, as they are west of us, for pursuing the natural sciences; our granite soil has little variety in its combinations; few, if any, paleontological specimens are found, our wild flowers are less gorgeous, our animals less varied. But if we have less to learn about (which I have yet to know), can we not learn about what there is? The earth is full of beauty, and on the sea-shore, the ocean waves bring with each successive tide, new objects of wonder; and to open the child's mind to see and take in nature's lessons of beauty and love, will be opening it to let out much that is hurtful; or, rather, awakening a taste for pure and elevating pursuits, will prevent, in a measure, the ingress of evil.

The component parts of our soil should be made familiar to every one; even the primary school teacher would find her scholars' eyes reflecting the sparkle of mica, should she gently, lovingly, show it to them as a mirror of God's love. Specimens of slate, granite, quartz, feldspar, sand, etc., etc., might be arranged as ornaments of the teacher's table; flowers, mosses, grasses, and herbs, might be talked about, and their properties and modes of growth explained. Flowers, in their season, should ornament the table, while grasses might wave their plumes the year round, and mosses keep their living green. In short, no one is situated in a place so barren, but that with an inquisitive mind and a real love of nature, he may find a life-long study just beneath his feet. I remember, now, the thrill of joy that ran through my frame, when I first discovered the beauties of our native mosses. I am near-sighted, and all my childhood and girlhood, had run through the woods and over the fields, and never till I arrived at womanhood, saw the true beauty of earth's carpet, when, all at once, in woods rich in its variety of mosses, I caught sight of their many-tinted beauties. Here, under the leaves, I found a cluster of scarlet stars, and there, a little green cup lined with pearls and rubies. Bunches of long horny moss appeared, fit models of the roebuck's antlers, and fantastic brown and black specimens showed themselves. Oh, teachers! if some of the little neglected children, ragged and dirty, sin-begotten and vice-reared though they may be, which may be thrown upon your care, could be led to see the skill of the Creator, and the love of our dear Father thus displayed

would not that shed a joy in their hearts? and might it not be, perhaps, a saving influence in their after life? You remember the story of the man steeped in sin, at last saved by the memory of a mother's hand upon his head, in prayer. There are many who have never felt that hand. How much more necessary, then, that they should feel that of their Heavenly Father ever laid gently upon them, guiding, supporting them in love; that they should see it manifested in everything about them? It is well enough to teach a child not to insert *e* in *loving*; but how much better to show him what to love, and to open all his senses to drink in the sweet influences of divinity.

You may say: "This is all very well, but there is no *time* for these things; committees insist so much upon reading, and spelling, and grammar and arithmetic. But, dear teacher, if your heart is overflowing with a desire to impart some of the fulness of joy you yourself should feel, in a certain knowledge of God's wonderful creative power, you can impart here a little, and there a little, and, by a judicious management of time, save much for direct instruction. I remember, when I first thought of teaching, I visited a primary school in the vicinity of Boston. Soon as the meagre devotional exercises were over, the teacher called from his seat one little fellow, and pointing to a chart on the wall, commenced with *a*, and went on to *z*, he repeating after her, *a, b, c*, etc., in their order. After John had thus said his lesson, Charles and Harriet took up the refrain, and so on, till sixteen little heirs of eternity were shown these twenty-six little keys of science; after which they sat with folded hands or arms for the remainder of the session, growing more stupid as the day wore on, or busy in forgetting the little they had been taught, while the teacher heard the lessons of the older scholars.

This teacher was at work earnestly during the whole session, with commendable zeal. She endeavored to pour into the waiting minds of her scholars, all the knowledge the committee required, and, had she been questioned about teaching them more, would, probably, have exclaimed, "What more can I do?" But you, and I, and she can now see, perhaps, what more she might have done; how the sixteen little ones might have been brought before the chart at once, and how, by examining a few letters at a

time, some, at least, would have been thoroughly learned, while time would have been saved for a pleasant story, an apt illustration, a loving word, or an object lesson. And cannot every teacher so modify for the better, some of his or her modes of teaching, that, while nothing shall be left undone which is now required, an interest, at least, may be awakened in the things about the pupil, and a foundation laid for future research?

But I am far from my starting point. Let me close with the earnest wish, that, if teachers are not allowed the use of text-books in the natural sciences, each one should aim to tell his or her pupils, or to draw from them, each day, at least one interesting fact about nature's handiwork.

E. N. L.

REPORT

ON THE BEST METHOD OF ESTIMATING THE PERCENTAGE OF ATTENDANCE.

THE Committee to whom this subject was referred having attended to their duty, beg leave to present the following as their Report:

It is to be regretted that the chairman of the committee as originally constituted, found himself unable, by reason of domestic affliction, to prepare the report. The undersigned having consented, at a late day, to take the place of the chairman who is so much better qualified for the service, has not been able to devote to the subject so much time and attention as its importance demands, and therefore, instead of treating it exhaustively, he can hope to do little more than present an introduction to the discussion, which is as follows:

Statistics to be valuable should be accurate, and embrace proper particulars. For the sake of comparison between states, cities, and towns, it is desirable that there should be a general uniformity in the mode of obtaining and presenting the leading items of statistical information, respecting the systems of public instruction. This subject has received some attention in different educational bodies, and in reports of superintendents, within a few years past, and it is

hoped that the investigations and discussions in relation to the matter, may be pursued till the imperfections and deficiencies in this department of information have been remedied.

At the annual meeting of the National Teachers' Association, held at Cincinnati, in August, 1858, on motion of Ira Divoll, Esq., Superintendent of Public Instruction in St. Louis, a committee was appointed, of which this gentleman was chairman, to report on the subject of school statistics at the next meeting of that body. The chairman not being able to attend the meeting in 1859, no report was offered, but a new committee on the subject was appointed, of which C. S. Pennell, Esq., principal of the St. Louis High School, was made chairman. At the meeting held in Buffalo in August, 1860, this gentleman read a valuable paper on the subject, which is printed in the journal of proceedings. Mr. Divoll, in his annual report on the schools of St. Louis for 1859-60, has presented an able circular on this subject, addressed to superintendents and commissioners of schools. The report itself is a model in respect to the matter of statistics. The reports of the superintendent of the schools of Chicago are also deserving of special commendation, for their excellence in this particular.

But the subject referred to your committee does not cover the whole ground of school statistics. It is limited to one item, viz.: *the best method of estimating the percentage of attendance.*

The first and most obvious question respecting attendance in a school, or the schools of a town, city, or state, is, how many scholars are actually in school, receiving instruction. This is an element easy to determine and record, and in regard to which there is no excuse for inaccuracy. If there are two daily sessions, the number in attendance for each session should be noted and recorded. But in all our reports we want the average daily attendance for the school year. This should be universal. To obtain this, the aggregates of attendance for each month found by the addition of the numbers indicating the attendance at each school session, should be divided by the number of sessions in the month. By month is meant a calendar month. Again, the averages of the months are added and divided by the number of months, and this result is the proper daily average attendance for the year. The element so determined, your committee are of opinion, should always be used as the divi-

dend in the various methods of estimating the percentage of attendance.

But the next question which arises is, what element shall be used as the divisor? In regard to this question, it is proper to remark, that there are several kinds of percentages of attendance, each of which is determined by the divisor used. It is desirable that reports should give the per cent. of attendance on the school population; on the whole number enrolled; on the different scholars enrolled; and on the average whole number *belonging* for the whole year. By using these elements, respectively, for divisors, these different per centages may be obtained. By the number enrolled, your Committee understands the number of names of pupils, with which the school begins the year, and adding to this the number registered subsequently during the year, no one name being counted more than once, though it may have been struck from the roll and restored several times, unless the scholar has been transferred to another school, and then transferred back again. To ascertain the number of different pupils enrolled, the whole number of transfers in a city or town must be deducted from the whole number enrolled.

But the element of attendance next in importance to that of the average daily attendance, is that of the average whole number *belonging*. To ascertain this with uniformity and exactness, is the most difficult matter connected with educational statistics. The percentage of attendance based on this, and ascertained by dividing the average daily attendance by the average whole number belonging, is what has been aptly denominated, by the late President of this Association, in an article on the subject, in the March number of the *Mass. Teacher*, the true merit of attendance. Now this percentage may be increased in two ways: first, by making the dividend as large as possible, that is the daily attendance; and so far as teachers and scholars are concerned, all the merit lies here. As a general rule, the attendance of a pupil should not be counted, unless he is present during the session, or long enough to substantially accomplish the work of the session.

It is quite certain that there is great diversity, not only in different places, but in different schools of the same city or town, in the mode of determining the whole number belonging, and conse-

quently there can be no just comparison of the merit of attendance, estimated as it is upon a variable basis. The question is: Can a uniformity in this matter be attained? After a child has been registered as a member of a school, when, and for what causes, shall his connection be discontinued, and his name be stricken from the roll? How long shall he be considered a member while absent? — a day, a week, a month, or a quarter? Shall the reasons of his absence be taken into the account in determining this matter? In Boston there is one practical difficulty in the way of striking names from the roll immediately on the absence of a pupil; for if the absence happens to be caused by truancy, by discharging the pupil you cease to have any control over him; for, unless his name is recorded as an actual member, his absence is not deemed to be truancy. This difficulty would, of course, occur in all other places in the Commonwealth where the truant law has been adopted.

But notwithstanding the difficulties in the way of securing uniformity in the mode of determining the average whole number belonging, your Committee are of opinion that an attempt should be made to accomplish this desirable object.

We have, in St. Louis, an example which may serve, if not as a model for imitation, at least, as a basis for experiments elsewhere. The rules on the subject, in force in that city, are as follows: —

a. "A pupil may be suspended (not expelled) for a variety of causes, and while under suspension, his name is stricken from the roll.

b. If a pupil has deceased, or has positively left the city, without the intention of returning, his name is stricken from the roll immediately.

c. If his continued absence is caused by his own sickness, his name is retained on the roll for one week, and no longer.

d. For all other causes of absence, and when no cause is known to the teacher, the name is dropped from the record, after two days, if the pupil does not return."

These rules are strictly observed, and the number *belonging*, the number present, and the *per cent.* of attendance, are recorded every half day in every department.

These rules will probably be regarded as unnecessarily stringent. Your Committee do not propose to recommend them as the best

that might be devised. But they are presented as the only rules on the subject known to your Committee to be in operation.

If uniformity in this particular should be found to be impracticable, the next best thing would be a statement accompanying reports on per centage, stating the basis on which it is computed.

In the report of Mr. Pennell, above referred to, it is very judiciously suggested, that the meaning of the several headings in statistical reports should be made perfectly obvious, and also that the meaning of headings in different reports should be uniform.

As the article in the *Mass. Teacher*, above alluded to, has an important bearing on the mode of ascertaining the percentage provided in the State school registers, your committee adopt from it the following extract, as the conclusion of their report :

"It has always seemed very strange to us, that the registers furnished for the Public Schools of this State have been suffered to remain so long defective in one very important item, — we mean what may be called the merit of attendance ; or, speaking more definitely, the percentage of attendance for those actually belonging to the school.

The registers, as now prepared and kept by the teacher, furnish, in the statistics of attendance, two principal items, — the whole number of different pupils, who have been connected with the school during the term, and the average attendance for the same time. From these two items it is, of course, easy to ascertain what per cent. this average attendance is *of the whole number*. Now, when all the pupils of a school are members of that school for the entire term for which the average is made, this per centage gives the true merit of attendance. But, if pupils enter the school after the term has commenced, or leave before its close, the rule does not give the true percentage of attendance. That is, the percentage of the whole number for the term, is different from that of the number actually belonging to the school.

The truth of this may readily be illustrated by an example, which, for the sake of brevity, shall be upon a small scale.

Let us take the case of a school of four pupils for a term of two weeks. During the first week there are no absences, and of course the attendance for this week is one hundred per cent. One pupil now leaves the school, and is no longer a member of it. For the

second week, while the school numbers three pupils, there are no absences, and the attendance for this week is likewise one hundred per cent. In other words, during the entire term, the attendance has been at the maximum of *one hundred per cent.* of the whole number actually belonging to the school.

But the per centage of attendance furnished by our State registers would, in this case, be quite different from the above. If the school is in session five days in a week, the aggregate attendance for the two weeks would be thirty-five; and the average attendance three and five-tenths, or only *eighty-seven and a half per cent.*

We will now apply the same principles to a school for twelve weeks, commencing with fifty pupils. During the first month there are forty absences; and, at the close of the month, four pupils leave and two new ones enter the school. In this month, there are thirty absences, and three pupils leave school. During the last month, there are fifty absences. In this case, the register will give the following statistics:—Whole number of pupils, fifty-two; average attendance, forty-five and two-thirds, or somewhat more than eighty-seven per cent. Calculated as in the first example, for the number actually belonging to the school, the attendance is more than *ninety-five per cent.*

Now, while the per centage of attendance upon the whole number, as given in our register, is all very well and desirable, why may not, also, the true merit of attendance be shown, as in the examples above? That percentage, for each town, carried into the tables accompanying the Report of the Secretary of the Board of Education, would form an interesting feature of those statistics. It may be calculated for the whole term at once, and the labor of computing it would be very light. Before dividing the aggregate of attendance by the number of days in the term for which the school has been kept, if there have been pupils connected with the school for only a part of the term, we have only to add to that aggregate the time for which such pupils did not belong to the school, or such a percentage of that time as their actual attendance has been of the time of their connection with the school.

Will those who give the directions for making up the registers think of this?"

Respectfully submitted,

For the Committee, by

JOHN D. PHILBRICK.

THE USES OF FORGETTING.

Few persons, probably, set a higher value upon a good memory than the faithful teacher, and none, surely, exercise it more for the pupil's advancement in the different studies which form what is technically called an education.

From the hour when the child stares with wonder and weariness upon the mysteries of the Cadmean hieroglyphics to the far distant one, when, in the hall of science, he receives his diploma from the imbodiment of learned dignity, this divine and elastic faculty has been in constant exercise. It has carried him across the waste of columns that beautify the pages of Webster, the stupendous *arcana* that lie concealed under the definitions and refinements of numberless grammarians, the long and useless array of geographical names "unnoticed and unknown," which have burdened, and still burden our school geographies. By its aid he has learned the "rules" of arithmetic, and the facts of the historical manual. Well may he exclaim at the last, "Well, I do n't see how I have ever fagged through it all;" and in mercy he does n't. He, however, sees one thing—that he would n't do it again. He enters upon the activities of life. Much of what he has committed is invaluable to him, evermore; much is laid away to sleep the sleep from which there will be no awakening. In fact, the acquisitions of him who has exhausted the school and the university, remind one of those libraries upon whose shelves repose what has been read, is not now read, and never will be read,—and the recent additions continually sought for and circulating. The experience of all students is that much is learned which were better unknown; much neglected afterward invaluable.

It is, then, a cheering thought that *we can forget*; that the useless or harmful acquirements of early years are not to be carried with us inevitably through the period of manhood or age; that the incorrect or crude notions of book-makers and instructors will drop off as we come to see more clearly the real world, and as objects, once scarcely visible, yet inevitable, rise in their true proportions before us, like clouds from the far horizon.

It is a favorite topic with theologians, that a day is coming, when, under some quickening and awfully impressive influence, we shall

all have flashed upon our memory the whole history of the past, including our actions, thoughts, emotions, desires. Whatever part these may play in some future stage of existence, it is certainly no slight evidence of the divine goodness *at present*, that the clogs of the past are no weightier than they are; and that a *principle* of action may be impressed from our past errors, without the distress of having always before us what we should gladly forget. In accordance with this thought, it seems wisely ordered that the reminiscences and enjoyments of childhood last longer than those of later years, as they are likewise more unselfish and pure.

The view, then, which we wish to advance is, that there is not only no advantage in having a perfect recollection of what we have seen and learned in all the past, but, on the other hand, a positive inconvenience. Since the world was, the man great in the bonds of recollected precedents has been the most uncertain of men in emergencies. The farmer who remembers how his grandfather managed his farm, knows something; he who knows how it *ought* to be managed, knows more. The youth who has learned the list of Egyptian kings, from Menes to Cleopatra, certainly has less information about Egypt than he who has studied the history of Joseph. Thus, in every mind, the more valuable tends to be permanent, the useless to fade away.

Considerations of this character have an important significance to teachers. Nothing is more likely to disappoint expectation than the success, or rather, want of success, which is shown in recalling the results of diligent study and instruction. Often, after a lavish expenditure of time and attention, upon the geography and history, the pupil fails at examination upon the latitude and longitude of Tougataboo, and cannot tell the year when Marius sat amid the ruins of Carthage. The youth in preparation for college forgets, perhaps, the distinction between "*non modo*" and "*modo non*," and *in* college, possibly pronounces "*divido*" with the accent upon the penultimate. As in the best trained army all the bullets fired do not kill, so in instruction much lead misses. In both cases some execution is done, and with this, whether generals or teachers, we must fain be content.

What is the general law guiding us in selecting what we forget and what we remember, and what modifications of that law are

dependent upon tastes and pursuits, the length of the present communication forbids our developing.

CONCERNING BOYS' MORALS.

BY W. H. VENABLE.

PUBLIC school teachers, if honest, will generally admit Spencer's conclusion in reference to boys, that—to avoid euphemism—they are small savages. We may call boyhood the Thor period of life. Its leading characteristic is, *hammer*. It is rude, pitiless, exacting, without conscience.

Spencer's ideas of the "discipline of experience" seem sound. Our usual attitude of antagonism to the boyish instincts, is hurtful. It is also dishonest. We affect surprise at conduct which observation has repeatedly taught us to expect. It is said, "Boys will be boys." Better say, "Boys must be boys." Boyness is not a result of *will*: it is a result of natural development. Be hopeful. Let the boys grow. It won't do to pick flower-buds open. Have patience. Wrapped within are beautiful forms, gorgeous colors, and delicious odors. Some buds never blossom. Some boys never mature, but wither into a premature manhood, retaining the faults, but not the vitality, of youth.

There is very little pleasure in the thought of a perpetual boy—an immortal Thor.

Our mental ejaculation to the boys is that by which the benevolent Cherub was wont to address his brother: "Devil take you, Ned; God bless you!" Devil take the *fact* of boyhood, but God bless the *promise* of development.

Yet boyhood has its uses, and, as a transient state, its features of interest to all. Boyhood,—heavy-booted, slouch-hatted, patched-coated, quarrelsome, bashful, bold, tyrannic! We admire its Brobdignagness, its insatiable curiosity, its supreme indifference to society and propriety.

It is the great museum of life. It is pregnant with surprises. New facts are revealed every hour. Actions, passions, thoughts, things, are learned as we learn the alphabet. We know not their meaning at first. Afterwards we combine them into expressions of

awful significance. It is long before we begin to spell out theoretic ethics.

Time and experience develop the high principles of benevolence, pity, love, self-sacrifice. Boys will not always stone pigs and pull off birds' heads; not always monopolize the choicest apples, and beat their little brother for complaining. They soon find out the limitations of their power and their pleasure. Nature's restrictions can not be overcome. Her stern laws are better than our precepts. We cry, "Avoid that precipice!" but to him we would save, a glance into the yawning chasm is worth a million warning trumpets. Obstinacy waded into the river of sin, undaunted. After a while he felt the fingers of Death clutching at his feet from below. Then he screamed in terror and sought the shore, and never dabbled in the black waters again.

The most we can do for the boys, morally, is to teach them to recognize the consequences of violated law. Throw them on their own responsibility. Self-reliance is the basis of moral character. Do not say, "Do this, and this, and this, and this, and this." Say, "Do right — *your* idea of right, not mine." Tear away the external supports, the penal ties, the excuses. Let the boys struggle alone with Apollyon. It is good for the moral muscles.

Vernon, Ind., Nov. 27, 1861.

FORE-FATHERS' DAY.

[The following extract from an article in the *Maine Teacher*, entitled *Fore-Fathers' Day*, our readers will find of some value.]

OUR readers all understand that the landing took place on the 11th of December, *Old Style*. The question then to be settled is, whether ten or eleven days should be added, to reduce that date to the proper date, *New Style*. What is the origin of this difference of dates, known as *Old Style* and *New Style*? Simply this. One year is a revolution of the earth around the sun — from an equinox, or any other point agreed upon, to the same point again. The nearest number of whole days in this annual revolution was determined to be 365, and thus the years were reckoned for centuries. It was ascertained, however, that this period was five or six hours less than an exact year. Julius Cæsar, therefore, in the century preceding the Christian era, sought to correct this discrepancy between the astronomical and civil year, by adding one day, once in every four years, to the month of February. To correct the error of 80 days, already accumulated in the progress of cen-

turies, he added this amount to the ordinary year of 365 days, making one year of 445 days. This was called the *Year of Confusion*.

But again: this six hours, added to each 365 days, proved too large an increase, by about eleven minutes annually. So that another discrepancy between the computed return of the sun to the equinox, and the actual return, or between the civil year and the astronomical, was slowly accumulating; a difference of one day in 131 years. Thus in the year 1582, when the error had amounted to ten days, Pope Gregory proposed the necessary correction, by *dropping* ten days from the reckoning, and calling the 5th of October the 15th. To prevent the accumulation of the like error in the future, he proposed to omit the leap year every 100th year, except each 400th. By this method the error cannot amount to one day in 2500 years.

Now note, that while the Pope's order was obeyed, and his arrangement adopted without much delay in the countries of Catholic Europe, it was not regarded in England until 1752, when Parliament adopted the New Style, by ordering the 3d of September to be called the 14th, adding 11 days to their reckoning, — or shortening that year by that amount.

Why 11 days? Because the English *kept leap year* in 1700, while those who followed the Gregorian Calendar, or New Style, omitted it. The Russians still follow the Old Style; and the difference between their dates and ours, is now 12 days, because they made leap year of 1800, and the Gregorians did not.

With so full an explanation, we can now easily settle the question, whether we should call the 11th of Dec., Old Style, the 21st, or 22nd, New Style. Remember that the Gregorian, or New Style, *retains* the leap year in every 400th, — and so of course in 1600.

Now, then, from 1582, when the New Style was ordained by the Pope, by making the ten days' difference, to 1620, when the Pilgrims landed at Plymouth, no further difference had accumulated, and there was but ten days' difference of reckoning between Pilgrim and Pope, *at that time*. But the Pilgrim in 1700 kept his leap year and the Pope did not; so that when in 1752, Parliament ordered the adoption of the Pope's style, Parliament and Pilgrim alike were 11 days behind Pope Gregory, and had to add that amount to bring them together. Had we adopted the New Style in 1699 instead of 1752, we should celebrate the 21st. *Now we must celebrate the 22d, as the day in New Style corresponding to the 11th in Old Style.*

Hence it will be seen that our late Thanksgiving, 21st Nov., did *not* correspond to the date of "the signing" on board the May Flower, 11th Old Style, by one day. We should have celebrated *that* day on Friday, the 22d. Sabbath, the 22d of this month, is the New Style anniversary of the "Landing." But Saturday, the 21st, is of course the only day appropriate for the school celebrations which we suggested at the commencement of this article.

One other point. If any persons were anxious to celebrate the anniversary of the Landing, on the day corresponding as nearly as possible to that of the "Fore-fathers," in absolute time, they must take the date of that event, Old Style, Dec. 11th, and add the two days' error which would have accrued in the 240 years since elapsed, had the Old Style continued in use. On this principle, we should observe, not the 22d, but the 13th of December.

Resident Editors' Department.

1861—1862. RETROSPECTIVE AND PROSPECTIVE.

ANOTHER year is ended. Its record is complete. What good, what ill, was done, is written down — forever. No wish, no tears, can erase a single line. Day by day, the year's book was ever filling, until now, the last page is full. The recording angel writes the *FINIS*, and shuts the volume of 1861.

As teachers, how stands our record? Has it a pleasing look? Or do we shrink from its story? With the fingers of Memory, let us turn the leaves, one by one; and with the eye of Truth, bravely scan each page. Here stand the high resolves that marked the opening year. Have they been fulfilled? Let Memory and Conscience answer. Read on. Page by page re-utters every word that parted our lips in our school-room, during a long year. How pleasant to read our words of cheering approval, of timely encouragement, of kindly advice, of affectionate remonstrance, of heart-felt sympathy. They now give to us the happiness they once gave our pupils.

Mark those stern rebukes! Were they just, and needed? *If so*, we would let them remain untouched. But, see! What mean these many bitter reproofs? — these scathing epithets? — these scornful revilings? — these unjust judgments? — these merciless decrees of punishment? Whose little son or daughter deserved to be thus addressed? Alas! that the record of any one of us should be dishonored by words like these! See numbered here the tears we caused to flow without just cause; the emotions of anger — perhaps of revenge — awakened in young hearts by our severity; the feelings of discouragement created by unmerited disparagement of earnest efforts.

How many of us can pass from page to page, onward to the last, without shuddering at some things we have said, or done? How many of us would willingly permit the fathers and mothers of the children entrusted to our care, to read exactly what we have said, and to know just what we have done, to their sons and daughters, during the year just ended? Whose record is so pure, that he would open it to the gaze of the world?

But while we find here much that we would gladly recall, let us believe

that we all meant to do our duty; that we have done some good; that many grateful hearts will remember what we tried to accomplish for them; and that the failures and defects of the past will not attend our future efforts.

Whatever be the character of our past year's record, — whether in all respects honorable or not, we may, at least, draw encouragement from our successes, wisdom from our failures, and warnings from our faults. The days of another year have begun their story. A fresh volume, whose white pages are unimpressed by good or ill, lies before us. We may write therein what we will. And what will we? Shall we not illumine its first leaf with high resolves, with humble faith, and with a heart-felt devotion to a noble work? Shall we not, day by day, so direct our actions, so measure our words, so realize our responsibilities, so discharge all our manifold and arduous duties, that every line shall bear evidence of our wisdom, fidelity, and success?

Let us place our standard high above selfishness and all mean motives. Let us use our highest endeavors to promote the welfare of our pupils, and of the profession to which we belong. Let us faithfully, gladly, each to the best of his ability, labor to advance the cause of a broad, Christian education. Thus shall we so fill up the record of the new year, that we may, at last, reverently lay the volume on the altar of God, an humble, but acceptable offering to His service.

WILL YOU HELP?

THIS brief question is addressed to our brethren of Massachusetts: Will you help? *Help in what?* Listen a moment, kind brother or sister, and we will tell you. A few of us teachers have been requested by the Directors of the State Teachers' Association, to take charge of the editing and publishing of the *Massachusetts Teacher* for the year 1862. As an inducement to accept the charge, the Directors proposed to pay us a certain compensation. Although we all would have been glad to avoid the labor and responsibility attending the work proposed, we have consented to do the best we can, but upon two conditions: first, that we shall be permitted to decline all pecuniary offers; second, that *our associates throughout the State shall give us a helping hand.*

Now, fellow-teachers, we like our own ease as well as do any of you. It would be pleasant, when the usual labors of the day are over, to sit down to a quiet evening, free from all thoughts of copy, and proof-reading, and

printers, and paper-sellers, and mail-bags, and advertisements, and bills-payable, and collapsed sub-treasuries, and grumblers, and — so forth. But the work *must be done by somebody*. Some one must spend many days in obtaining advertisements for the *Teacher*. Some one must write for it. Some one must provide for its prompt publication. Some one must, each month, carefully examine three times, every letter and mark of punctuation, from the beginning to the end of the number. Some one must raise some thousands of dollars to pay the bills. Now, if we are willing to undertake to do these things without pay, is it unreasonable, fellow-teachers, in us to solicit your help?

What shall you do? Allow us pleasantly to suggest two things: first, *obtain as many subscribers to the Teacher as you can, and as early as you can*; second, contribute according to your ability, to its pages.

Do not, we pray you, disregard our respectful but earnest request. If you can send but one new name, it will be gladly received. For the fair fame of our good old State, do what you can toward sustaining the only educational journal in the Commonwealth. We shall await your response hopefully. Do not disappoint us.

THE PROPOSED UNION OF THE NEW ENGLAND EDUCATIONAL JOURNALS.

WE observe in the last issue of the *Maine Teacher*, the statement that a proposition had come from the managers of the *Massachusetts Teacher*, proposing a union of the former with the latter.

We know not in what form the proposition was presented to our friend who so ably conducts our sister journal, but we do know that those who have the management of our own journal never entertained such an idea as proposing to our brothers of Maine to unite their journal with ours.

The proposition was to unite the six State journals into a New England Journal. And, even this proposition did not come from us. It was made to us last August, by parties interested in other journals, at the meeting of the American Institute, at Brattleboro'. The matter has been pressed upon us since, and there seemed to be a desire to know whether such a union could be effected.

The Board of Directors of our State Association, wishing to co-operate with their brethren of the other New England States, at their meeting last November, authorized one of their number to correspond with the managers of the different New England journals, to ascertain their feeling in regard

to the matter. They only sought to know whether such union was desired. Had the replies been unanimous in favor of union, the next thing would have been to settle upon some plan by which the wishes of all parties could be met. We are glad to record, however, that some of the replies were adverse; for we must confess, that the thought of losing the *Massachusetts Teacher*, even though it was to be translated into a larger and better journal, was by no means pleasing to us.

Of course, the idea of union is now abandoned. We have made our arrangements for the present year, as usual. Our journal now enters upon its fifteenth year; and we know no reason why it should not live a century or two yet.

THE ATTAINMENT OF KNOWLEDGE.

EVERY teacher has a two-fold duty to perform, with reference to the acquisition of knowledge by his pupils: first, to impart knowledge to them, and second, to teach them to obtain it themselves. As the amount of knowledge which can at best be obtained at school is very small, when compared with what is necessary to constitute a well educated man; and as every one must, therefore, learn vastly more after leaving his teachers than he can while under their guidance, it is manifestly more important that he should learn *how to learn*, than that he should receive any amount of instruction, without that ability.

A scholar may become familiar with the text-books which are sanctioned by the school committee; may pass a brilliant examination, and bear away a golden prize; and yet be unable to investigate any subject out of his beaten track with tolerable accuracy. Under another's direction, he has trodden, day after day, over a limited field, until he has thoroughly learned the way; but he has hardly looked beyond, to the boundless expanse stretching out on every side, and considered how it is to be explored. This ought not so to be. A good knowledge of arithmetic, grammar, geography, and the other branches commonly taught in our schools, is certainly indispensable; but if, while learning these, he is not at the same time acquiring the ability to search after truth more widely, he will go from school poorly prepared for the responsible duties of life.

But how are results like this to be avoided? By awakening and cherishing, in the minds of the young, a *spirit of investigation*. This spirit manifests itself in very early life. The inquisitive little boy breaks his rattle and cracks his drum, to discover the cause of their sounds; dashes the mirror in his attempts to form an acquaintance with the young gentle-

men behind it; ransacks every nook and corner, from cellar to garret, in search of whatever is curious and amusing; and, altogether, shows himself to be an active investigator. True, the results of his researches are not always of the most agreeable nature, especially when he happens to be switched off the track he is pursuing by an impatient mother.

As the boy grows older, the same spirit is more and more developed, until at last he reaches the school-room, where, if it meet a too common treatment, it will be effectually checked. Beyond a small circle of duties, his mind is there seldom allowed to wander; and he early receives the impression, which years alone can efface, that all requisite knowledge is bound up in the few books which are by authority placed in his hands.

But why may not a love of knowledge, a spirit of investigation, an earnest desire to discover truth in its myriad forms, be fostered in the youthful mind? Why may not that enthusiasm, which is so natural to early life, be centred on intellectual pursuits, as well as on those of sense? Why may not mind be aroused to an active consciousness of its faculties and duties — of the endless sources of pleasures prepared for it, as well as to remain for years, etherized by neglect, or a monotonous round of lifeless drudgery? Nay, why may not such an interest be awakened in all the labors of the school, as to render delightful, tasks that are generally deemed irksome, and to impart attractiveness to the greatest difficulties?

In cultivating a love for the acquisition of knowledge, and in rendering its attainment a source of pleasure to the young, it is by no means necessary that every obstacle in the way should be removed, and every asperity smoothed down. On the contrary, one who has been properly trained derives much higher gratification from surmounting a single impediment, than in advancing a long distance over an uninterrupted course. In the one case, he feels that he has strengthened his mental powers, and done what many would have failed to accomplish; in the other, that he has added nothing to his ability, and done nothing beyond what others could have performed.

In a boy's recreations, that which demands the greatest effort always produces the highest enthusiasm, and the most thrilling pleasure. The boy who can leap the highest, swim the farthest, skate the swiftest, wrestle the strongest, justly boasts superiority over his fellows. If sports like these, which require the utmost exertion of will and muscle, are so attractive, and are followed with such zeal, may not the energies of the mind be so aroused and directed, as to grapple with difficulties in the way to knowledge, with the same vigor, and a loftier enjoyment? When a scholar begins to regard every obstacle surmounted as a victory gained; every principle mastered and fact established, as an addition to his treasure of intelligence and happiness; when he learns to regard the school-room, not as a prison house,

but as a laboratory of thought; when he realizes that he possesses faculties susceptible of endless improvement; and when he looks upon his instructor as an enthusiastic lover of learning, who teaches, not as a mere hireling, but because his soul is in the work; then is that scholar prepared to engage in the intellectual strife with patient effort and strong determination. Whatever subject is presented for examination, he approaches with cheerfulness and resolute energy; he scrutinizes it, with an earnest desire to know its depths. That such aspirations and ends are attainable, the experience and observation of many educators testify.

Far above all rules, all books, all systems of instruction, must rank this *love to know*. From the soul of the earnest teacher to the soul of the awakening scholar, must go forth an inspiring influence which shall render all things subservient to its noble objects. Without this influence, books may indeed be taught, limbs controlled, and minds tortured; but he only who is endowed from God with its mysterious power, can truly say, as he marks youth's sparkling eye and glowing countenance: "The child

— 'loves knowledge; and the beams of truth
More welcome touch his understanding's eye,
Than all the blandishments of sound his ear,
Than all of taste his tongue.' "

A PATRIOTIC SCHOOLMASTER.

A MASSACHUSETTS SOLDIER, belonging to the 24th Regiment M. V., entered our office a few days since, and having laid a dollar upon the table, said: "I have, for the present at least, given up my school. I am going to the war. But I shall be interested to know what the Massachusetts teachers are doing at home. I wish you, therefore, to send me the *Massachusetts Teacher*. If half the numbers reach me, I shall feel well satisfied."

We commend the noble example of that intelligent teacher and soldier to the attention of some teachers who are enjoying comforts at home. To our patriotic friend, we say most heartily, "God speed you and protect you; and may your gun have a true aim, and never miss fire!"

APOLOGETIC, ETC.

VARIOUS circumstances combined to prevent a thorough correction of the proof-sheets of the December number. We hope our readers corrected those errors which thus escaped justice.

OUR printer has been very busy of late, moving his office from the old place on Hawley Street to 112 Congress Street. If this number is not so prompt as usual in its appearance, our readers must attribute the cause to this circumstance.

FOR some reason or other, we have failed to receive remittances from certain of our subscribers, though we have sent to the post office daily. Will they pardon us, if we ask them to ascertain whether the trouble is not at their end of the route, and, if possible, not to treat us longer with such *un-remitting* kindness?

A NATIVE of Africa, who visited England a few years ago, when asked what ice was, said, "Him be water fast asleep."

An ice nap, that.

AN exchange speaks of a schoolmaster, who, with ruler in hand, is conducting a boy into the ante-room of a school-house, as "setting out on a *whaling expedition*." Yes, and together they will see a plenty of "blows," and get an abundance of "blubber." The boy will celebrate his success by a *fortissimo* musical performance on the pedagogic *harp-oon*.

EDUCATIONAL.

Roxbury. It appears from the annual report of the school committee, that Roxbury supports 1 High School, having 3 teachers and 106 scholars, at a cost of \$53.20 per scholar; 5 Grammar Schools, having 38 teachers and 1,669 scholars, at a cost of \$15.10 per scholar; and 43 Primary Schools, having 43 teachers and 2,387 scholars, at a cost of \$8.10 per scholar: total, 84 teachers, 4,162 scholars, at a cost of \$50,409.02, or \$12.11 per scholar. The report is drawn up with more than usual care, and represents the schools as generally in a flourishing condition.

The committee, at their meeting in December, re-elected the teachers, and, with great unanimity, continued present salaries.

Newburyport Female High School. The eighteenth anniversary of this institution was celebrated on the 19th ult. The principal, Mr. William C. Todd, stated in his annual report that 743 pupils have been connected with the school, and that 133 of the graduates became teachers. An address was delivered by Rev. A. E. Kittredge, of Charlestown; and in the evening the young ladies held a levee in City Hall, which was attended by some twelve hundred persons.

The late General *W. H. Sumner* of Jamaica Plain has made several benevolent bequests to the State, Harvard College, the Boston Atheneum, and the Sumner Library Association in East Boston.

THE SMITHSONIAN INSTITUTION. — We have received from Hon. S. S. Cox of Ohio, the annual report of the Board of Regents of the Smithsonian Institution, showing the operations, expenditures, and condition of the Institution for the year 1860. The whole amount of Smithson's bequests deposited in the Treasury of the United States, is \$515,169, from which an annual income, at six per cent. is derived of \$30,910.14. The expenditures have been kept below the receipts and a surplus fund of \$141,100 has been accumulated. This is invested principally in Indiana, Virginia, and Tennessee stocks and has yielded an annual income of \$7,716. The

principal portion of this is expended for publications, researches, lectures, library, museum, and gallery of art.

ANTIOCH COLLEGE. — We are pleased to learn that President Hill, of Antioch College, has succeeded in raising nearly five hundred dollars more than was needed for paying the arrearages of salaries due the Professors in that institution, and also in raising more than the required guaranty for the expenses of the current year. — *Transcript.*

THE ASTOR LIBRARY of New York city was increased by about 6,000 volumes during the year 1860, at an expense of \$13,328. The library now contains in all about 116,000 volumes, and the number consulted during the last year was 59,516.

Akron, Ohio. The report of the Board of Education, and the report of the Superintendent, I. P. Hale, Esq., are valuable documents, and show that the schools of this place are in a flourishing condition.

EDUCATION IN INDIA. — Sir George Clark, the Governor of Bombay, has issued a minute on the education report of Mr. Howard for 1859-60. His Excellency does not agree with Mr. Howard that the English schools have been "starved to benefit the vernacular," as they receive a sum of 155,389 rupees out of the total grant of 372,440 rupees. The number of schools in Bombay, chiefly vernacular, increased from 291 in 1855 to 761 in 1860, and the number of pupils in the same period from 23,681 to 44,166. In Bengal the number of schools, chiefly English, increased from 147 in 1855 to 592 in 1860, and the scholars numbered, in 1855, 12,865, to 40,366 in 1860. This progress, which has been equally rapid in other provinces, is very remarkable when it is remembered that a check was placed on the expenditure on the outbreak in 1857. — *Journal of Education for U. C.*

BOOK NOTICES.

METHOD OF CLASSICAL STUDY: Illustrated by Questions on a few Selections from Latin and Greek Authors. By SAMUEL H. TAYLOR, LL. D., Principal of Phillips Academy, Andover, Mass. Boston: Brown & Taggard. 1861. pp. 154.

The wide reputation of Dr. Taylor, as a teacher of the classics, will not fail to obtain for his work the attention of other classical teachers. The design of this volume is excellent, and it has been well executed. Brief selections have been made from Latin Fables, Nepos, Cicero, Virgil, the Anabasis, and the Iliad. To these selections questions are adapted, relating to all the departments of Grammar, and also to Ancient History and Geography. These questions are valuable in their application to the passages selected; but their chief value consists in this: that they plainly indicate the true way of studying and teaching any classical author, by showing the *kind* of questions a teacher ought to ask, and his pupils to answer. The *number* of such questions, to be given to a particular class, must of course be governed by time and other circumstances.

Classical teachers will, we are sure, gladly recognize their obligation to Dr. Taylor for this fresh contribution to the cause of thorough scholarship.

MANUAL OF AGRICULTURE, FOR THE SCHOOL, THE FARM, AND THE FIRESIDE. By GEORGE B. EMERSON, Author of a Report on the Trees and Plants of Massachusetts; and CHARLES L. FLINT, Secretary of the State Board of Agriculture. Boston: Swan, Brewer & Tileston. 1862. pp. 306. [Published under the sanction of the State Board of Agriculture.]

The importance of scientific agricultural knowledge has, of late years, been generally admitted. It has also been conceded that the common schools ought, in some way, to contribute directly to the advancement of agriculture. "How can this be done?" has been a question difficult to answer. Several works on "Agricultural Chemistry" have been compiled, and, to a small extent, have been introduced into the higher schools, with results, however, not very satisfactory.

The authors of the volume before us — the one an eminent practical educator, the other the head of the State Board of Agriculture — have with great skill prepared a text-book which seems to us well fitted to the end in view. Its style is simple; its matter interesting and practical. Although it embraces considerable scientific knowledge, it is within the reach of our common schools; and may be studied by the older children, and read by their parents, with pleasure and profit.

We doubt not that the study of this manual will increase the agricultural wealth of the State.

MAYHEW'S PRACTICAL BOOK-KEEPING; embracing Single and Double Entry, Commercial Calculations, and the Philosophy and Morals of Business. By IRA MAYHEW, A. M., author of "Means and Ends of Universal Education." Boston: Chase, Nichols & Hill. 1861.

This popular treatise on Book-Keeping has reached its sixtieth edition. Having used this work as a class text-book, we feel confident in endorsing its great merits. As a book suited to the wants of the great majority of scholars, it has, for nearly ten years, justly and widely commanded the public favor. Teachers who are not already familiar with it, will do themselves a favor if they obtain and examine a copy of the present handsome edition.


THE CONSTITUTIONAL HISTORY OF ENGLAND SINCE THE ACCESSION OF GEORGE III. 1760 TO 1860. By THOMAS ERSKINE MAY, C. B. In two vols. Vol. I.

Crosby & Nichols, notwithstanding the "hard times," have just brought out this valuable work in this country. All who are acquainted with Hallam (and all ought to be) will desire to have this continuation of the same subject. It is treated in an able manner, and the work is the more interesting that it comes down to our own times and shows us the present condition and workings of the English government. The second volume has not yet been published.

HALL'S JOURNAL OF HEALTH. — This well-known journal commences a new volume with the January number. It has, as it deserves, a wide circulation, and its articles, copied into newspaper and periodical, circulate everywhere.

NEW SCHOOL INKSTAND. — We have been shown by Orrin N. Moore, Esq., 12 Water St., Boston, a very beautiful Inkstand for school desks. We like it much. It is, in some respects, superior to anything of the kind which we have seen. An advertisement of the Inkstand and Filler may be found on our advertising pages.

SCHOOL BOOKS.

 Those who are contemplating any change of SCHOOL BOOKS are invited to examine the following STANDARD WORKS:

Eaton's Primary Arithmetic.

Colburn's Mental Arithmetic.

Eaton's Treatise on Written Arithmetic.

This has been the exclusive series for the past three years, authorized in the Boston Public Schools, and is used with the best results. It is extensively in use throughout the country. The *Mental Arithmetic* of WARREN COLBURN has long been the chief book of its kind, and is used EVERYWHERE.

Worcester's History.

This is a well-known book of high value, and an acquaintance with the revised edition is now required for admission to Harvard College; it is a UNIVERSAL HISTORY.

Smellie's Philosophy of Natural History.

This is an entirely new edition re-written by Dr. JOHN WARE, and illustrated with over fifty elegant engravings. This is the STANDARD TEXT-BOOK in use in schools on this subject.

The Universal Speaker.

Those seeking new and interesting matter for school declamation and dialogues, will do well to examine this original work.

Philbrick's Primary School Tablets.

The Superintendent of the Boston Public Schools has furnished in these Tablets a new and invaluable aid to Primary instruction.

Taylor's Method of Classical Study.

The Principal of the famed Phillips Academy, at Andover, has in this little volume laid open the SECRET of his great success.

The above books are already extensively in use, being *original*, well established works of their kind from authors of established reputation. Teachers and school officers contemplating any change of Text-Books, in any of these departments, are earnestly requested to examine these books. VERY LIBERAL TERMS made for first introduction, making it more economical to use the best *Text-Books* than to continue with inferior ones.

Copies of books furnished for examination, with reference to introduction, on application to the publishers,

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PUBLISHERS, NO. 29 CORNHILL, BOSTON.

Jan. '62.

MOORE'S IMPROVED SCHOOL INKSTAND.

PRICE \$2.50 PER DOZEN.

From an experience of ten years in teaching in our Public Schools, we have been strongly impressed with the need of an Inkstand which should meet the peculiar wants of the school-room. All the School Inkstands now in use are very imperfect. They expose too large a surface of ink to the air, thereby causing rapid evaporation. The covers do not shut tightly, so that dust and evaporation soon render the ink thick and impure. Most of them open with a hinge, or cover, turning on the top of the desk, which is constantly getting out of repair.

MOORE'S IMPROVED SCHOOL INKSTAND obviates these objections, by the simple movement of one circle upon another, with corresponding holes in each. By the revolution of the upper circle in one direction, the Inkstand is opened, and by a revolution in the opposite direction, it is closed. It has a raised surface round the hole on the lower circle, to prevent the dust from getting into the ink, also to keep the cover from sticking, and make it air tight. Instead of lining the Inkstand with glass, we coat or japan the inside with a preparation which will not be affected by the ink. In the construction of this Inkstand, we claim to have met a peculiar want of the Public Schools. We think it will commend itself, on the score of economy, as an Ink Preserver.

HENRY MOORE, A. M.

The undersigned, manufacturer of the above article, would invite the attention of Teachers and School Committees to the following testimonials in favor of this Inkstand:

CAMBRIDGE, Aug. 30, 1861.

I have examined Mr. Henry Moore's School Inkstand, and I am glad to say that it unites simplicity of construction and convenience in using, in a remarkable degree. Were I a member of a School Committee, I should strongly recommend its introduction. C. C. FELTON, Pres. Harv. Col.

LYNN, Aug. 1, 1861.

Mr. MOORE—My dear Sir: I have examined your model for a new School Inkstand with much interest. During the last ten years, different stands have been in use in our schools, all of which are defective, especially the covers and their attachments. The screws and hinges are troublesome and expensive, often out of repair, and greatly deface the desk.

Your Stand avoids all this. It is exceedingly neat, simple, and durable, and needs but to be examined to be approved. The cover is firmly attached at the centre, to a segment of the top of the stand, and turns on a pivot. It moves easily, without noise, and has no connection with the desk. When open, the exposure of ink is so very slight, as to almost prevent evaporation, and all deposit of dust, or other filth, in the Stand. Wishing you every success. Yours truly,

JAMES M. NYE, Sec'y pro tem. School Committee.

HENRY MOORE, Esq.—Dear Sir: I have examined the Inkstand which you have invented with much satisfaction. For more than thirty years experience in the school-room, I have felt that the inkstands in use were of a very imperfect construction, inasmuch as a very great amount of surface is presented to the air when open, so that evaporation is rapid, and the ink soon rendered useless. The covers of the inkstands easily get out of repair. They cannot be so closely adjusted as to prevent the admission of foreign substances, which soon render the ink impure. Your Inkstand obviates these difficulties, I think, and I shall use my influence to have it placed in my school-room, as soon as possible, instead of those now in use. Yours truly,

JOHN BATCHELDER.

I concur most heartily in the opinion expressed by Messrs. Nye and Batchelder, concerning the School Inkstand invented by Mr. H. Moore.

A. OWEN,

Lynn, Aug. 22, 1861.

Chairman of the School Committee.

From the Lynn Bay State.

Mr. H. Moore, Principal of the Franklin Grammar School of this city, has invented an Inkstand, which, for school purposes, is likely to supersede all others that have heretofore been introduced into our Public Schools. The article is very simple in its contrivance, yet perfect in accomplishing the object desired, viz: in keeping the ink from evaporation and dust, and in its convenience, for use, and for cleaning. We think it superior to most, if not all other Inkstands, for the counting-room and general purposes. The School Committee of Lynn have very properly voted to put it into all of our Public Schools, and we have no doubt it will soon come into general use. It is just what is wanted. Mr. Moore has obtained a patent.

BOSTON, Aug. 27, 1861.

I have examined and practically tested the new School Inkstand invented by Mr. H. Moore, A. M., of Lynn, and consider it to be a very great improvement on any Inkstand which I have hitherto seen for school purposes. The ingenious, and yet simple, construction, obviates the most serious inconveniences of which teachers so often have to complain.

E. R. HUMPHREYS, LL. D.,

Principal of the South End Collegiate School, Boston:

Formerly President of the College of Preceptors of England.

MOORE'S IMPROVED INKSTAND FILLER.

This article is designed to be used for filling the "Improved School Inkstand," but is suitable for filling any kind of an inkstand. The nose of the filler is made so that the inkstand can be filled without removing it from the desk, and prevents the necessity of dopping the ink or overflowing the inkstand. It is cheap and durable. Price 50 Cents.

ORRIN N. MOORE, MANUFACTURER,

No. 12 Water Street, Boston, Mass.

Jan. — '62.

JUST PUBLISHED:
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Aug. '61. tf.

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